DOCUMENT RESUME

ED 260 030 SP 026 196

AUTHOR Champion, Robby H.
TITLE Impact of the Program Approval Process in Maryland. Summary and Analysis of On-Site Teacher Education Program Evaluations, 1971-1981.
INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE Dec 82
NOTE 22p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Evaluation Criteria; Higher Education; *Program Evaluation; Program Improvement; *Self Evaluation (Groups); *State Standards; *Teacher Education Programs
IDENTIFIERS *Maryland

ABSTRACT

A synthesis and analysis is presented of the on-site evaluations completed on teacher education programs in Maryland over the past decade from 1971-1981. The nationally recognized standards developed by the National Association for State Directors of Teacher Education and Certification (NASDTEC) are the criteria used to examine teacher education programs. Teams of peer professionals conduct on-site program reviews which are coordinated by the Teacher Education and Certification Branch. Prior to the visit, institutions must undertake a thorough self-study of their programs using the NASDTEC Standards as the "yardstick." Data on the programs collected by the teams determine whether or not the Standards have been met. Full approval allows program graduates to have the benefits of completing a state-approved program which is approved for a full five-year period. Programs that have not fully met the Standards must be revisited within the time specified in the conditional approval. Consultant services are available to colleges as they work to meet all of the NASDTEC Standards and develop their their teacher education programs. Major trends in the findings of the first and second cycle on-site evaluations are summarized. The report concludes with perceptions of teacher educators on the approval process including major impacts and changes in Maryland teacher education. (JD)

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SUMMARY AND ANALYSIS

of

On-Site Teacher Education Program Evaluations

1971-1981

Teacher Education and Certification Branch
MARYLAND STATE DEPARTMENT OF EDUCATION

Prepared by
Robby H. Champion

026196

December, 1982

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Dr. Evelyn Di Tosto
Chief of the Teacher Education and
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200 West Baltimore Street
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SYNOPSIS OF THE REPORT

Program Approval Process Used in Maryland Since 1971

The purpose of this report is to present a synthesis and analysis of the on-site evaluations completed on the teacher education programs in Maryland over the past decade.

Prior to 1971, the process of approving teacher education programs in this State essentially involved the Maryland State Department of Education perfunctorily checking the list of required courses in education and the teaching major for each institution preparing teachers to ascertain if certification requirements were met. Since the early 1970's Maryland, in keeping with current national trends, has implemented a different approach to approving teacher education programs.

Most states in the nation today participate in a reciprocal agreement which allows graduates of "approved programs" to be certified as teachers in many states. To qualify its graduates for this arrangement, institutions must submit to periodic on-site evaluation of all aspects of their teacher education programs using state approved standards.

The approved program approach does not require that specific education courses be included. Rather, institutions are encouraged to conceptualize and develop comprehensive, professional programs using a variety of instructional delivery systems.

In Maryland, the nationally recognized standards developed by the National Association for State Directors of Teacher Education and Certification (NASDTEC) are the criteria used to examine teacher education programs. Teams of peer professionals conduct on-site program reviews which are coordinated by the Teacher Education and Certification Branch. Prior to the visit, institutions must undertake a thorough self-study of their programs using the NASDTEC Standards as the "yardstick."

The teams collect various kinds of data on the programs during their visit and determine whether the NASDTEC Standards have been fully met, partially met, or not met. Full approval allows program graduates to have the benefits of completing a state-approved program which is approved for a full, five-year period.

Programs that have not fully met the NASDTEC Standards must be revisited within the time specified in the conditional approval. In Maryland, a consultative approach has been used since the inception of the onsite reviews. Consultant services are available to colleges as they work to meet all of the NASDTEC Standards and develop their teacher education programs.

First Cycle of On-Site Program Reviews, 1971-76

On-site program reviews began in April, 1971, in Maryland. By the end of the first cycle of visits all of the existing 23 institutions preparing educational personnel had requested to have their programs examined. Some 224 undergraduate programs and nearly 50 graduate education programs had participated in full evaluation visits. Approximately two-thirds of the undergraduate programs examined received full, five-year approval. Most graduate education programs received 2-year approval at that time. Some 172 individual programs were revisited during the first cycle of evaluations focusing on areas that had not been fully approved.

The first program evaluations used the newly-formed NASDTEC Standards as a general guide. Visiting teams generally reported that teacher education programs had sound organizational structures at that time. Faculty preparation and commitment to teacher education were also rated to be adequate.

Teams during the first cycle required that institutions more fully develop the following aspects of their programs:

- Communication about teacher education with faculty in academic fields
- Widely represented, permanent organization structure to give the college advice on the development of teacher education programs and practices
- Analysis of professional programs to address more adequately some content areas being minimally or superficially treated
- Statements of program objectives that reflect the competencies being developed in the program
- Formalized standards for admission to teacher education using multiple criteria
- Field experiences provided throughout the professional program on a continuum of increasing complexity
- Adequate length and intensity in the student teaching practicum (secondary programs especially)
- Formalized follow-up studies of program graduates to assess the teacher education program.

Second Cycle of On-Site Program Reviews, 1976-81

During the second cycle, teams scrutinized the professional education component of the programs closely. A number of changes had taken place in the teacher education programs in Maryland. Teams reported an increase in field experiences in three-

quarters of the programs. The student teaching practicum had been lengthened in many institutions. Policies for admission to teacher education programs had generally been formalized and, in most cases, broadened to include criteria in addition to grade point average. Statements of program objectives have been fully developed in most programs. Active advisory councils with wide representation had been created in most programs.

Numerous institutions had re-examined the professional education sequence and were restructuring that component. Courses had been added to the curriculum of some teaching majors. The emphasis of many existing courses had been shifted to prepare more adequately education students for the changing expectations for teachers in the nation's schools.

Teams during the second cycle required that institutions develop more fully the following aspects of their programs:

- Provisions for insuring that the nine areas specified for general education would be part of each education student's experience
- A variety of field experiences structured to mesh theory and practice
- Preparation of classroom teachers to meet the needs of the atypical student
- Curriculum match between program objectives, program requirements, and the NASDTEC Standards
- Planned experiences to teach education students knowledge and skills to work with people of differing backgrounds
- Follow-up studies using data from a variety of sources to assess the teacher education programs.

Perceptions of Some Teacher Educators on the Process

As part of the present effort to assess the effects of the program approval process used in Maryland over the past decade, a cross-section of nineteen leaders in teacher education was interviewed about the process. All of the interviewees have served as department chairpersons or deans and have been closely involved with the on-site reviews of their programs. In addition, most have had experience as peer team members evaluating other programs in the State. Nearly thirty hours of interviews were conducted with the teacher educators on their thirteen respective campuses. They were encouraged to give their perceptions frankly; all responses were used anonymously.

Impact of the Program Approval Process

Five aspects of the program approval process were cited most often by interviewees as having had an impact on their programs (in order of decreasing frequency):

1. Self-study process
2. NASDTEC Standards used to evaluate programs
3. Immediate feedback of on-site teams
4. Increased understanding of elements in teacher education by faculty outside education and administration of the institutions
5. Conditions-for-approval (provide leverage to obtain needed resources).

Major Changes in Maryland Teacher Education

Interviewees described the major changes that have occurred in their programs over the past decade. Most stated that while the Teacher Education and Certification Branch has often been an effective catalyst for change, the program developments mentioned have been brought about by a number of factors. In order of decreasing frequency, the major changes cited by the interviewees were:

- Restructured teacher education programs
- Courses added to programs and/or emphasis shifted in courses to meet the NASDTEC Standards
- Increased field experiences throughout the professional program
- More active involvement of widely-represented advisory committees in teacher education
- Student teaching practicum lengthened
- Criteria for admission to teacher education formalized and/or expanded beyond grade point average
- More structure given to the general education component
- Increased staff, facilities, and other resources for teacher education.

Numerous suggestions for improving the program approval process were given by interviewees. They generally applauded the fairness of the program approval process and the human relations skills of the consultants in the Teacher Education and Certification Branch. Numerous state conferences were cited as having been worthwhile and an effective means for conveying information about new areas being stressed in the Standards.

Interviewees encouraged more one-to-one con-

sultation visits, collaboration on teacher education conferences, activities and materials to follow up conferences, careful selection and training of team members who serve on visiting evaluation teams, and dissemination of materials on alternative programmatic approaches to meeting the NASDTEC Standards.

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INTRODUCTION

The purpose of this report is to provide a summary and content analysis of the undergraduate teacher education program evaluations completed by the Maryland State Department of Education during the past decade.

First, an overview of the program approval process used in Maryland since 1971 is described. Then major trends in the findings of the first and second cycle on-site evaluations by peer teams of professional educators are summarized.

The report culminates with a description of the major changes that have occurred in Maryland teacher education programs since the program approval process was introduced. Perceptions and opinions provided by a crosssection of leaders in Maryland teacher education on the evaluation process used by the Teacher Education and Certification Branch are summarized.

I. CHANGE IN THE PROCESS USED TO APPROVE TEACHER EDUCATION PROGRAMS

Certification by Credit Count Versus Approved Program Approach

Prior to 1971, individuals in Maryland became certified teachers by submitting their college transcripts to the Division of Certification and Accreditation of the State Department of Education for examination. No Office of Teacher Education existed at that time. A supervisor of teacher education advised colleges and universities on how to meet the minimal certification requirements. "Approved teacher education programs" generally consisted of a minimal list of required college courses. The certification process involved counting credits listed on the transcript of the prospective teacher.[1]

In 1967, in keeping with national trends toward state certification of educational personnel through completion of state-approved professional programs, the Maryland State Board of Education adopted *Standards for Approval of Teacher Education Programs in Maryland.* Those standards were based on *Proposed Standards for State Approval of Teacher Education,* U.S. Office of Education Circular 351, revised.

The Standards Used to Evaluate Teacher Education Programs

The National Association of State Directors of Teacher Education and Certification (NASDTEC) further revised Circular 351 and developed the *Standards for State Approval of Teacher Education* in 1968. The emergence of nationally agreed upon standards provided a means for states to develop reciprocal agreements. Graduates of teacher education programs that had met the NASDTEC Standards could be guaranteed certification in other states involved in the reciprocal arrangement.

In 1971 Maryland initiated on-site evaluation of teacher education programs. The NASDTEC Standards, then and currently, provide a guide for reviewing the programs. The Standards include criteria for examining and evaluating the institutional support for and organization of teacher education. The Standards also specify criteria for evaluating the general education program of the institution as it affects the teacher education student's overall educational experience.

The Standards then and currently assess the professional component which over-arches all teacher education programs at the institution. Finally, all aspects of the individual education programs, such as art education or elementary education, are addressed in the Standards.

Various Program Approaches Encouraged

In the "approved program approach," used in Maryland over the past decade, institutions are provided the opportunity to develop teacher education programs that meet the Standards using a variety of instructional delivery systems. That is, institutions may choose to conceptualize and develop their teacher education programs in ways other than by requiring a list of courses for each area addressed in the Standards. For example, one standard requires that opportunities be provided to enable each teacher education student to acquire an understanding and apply theories and principles of human growth and development. Programs could conceivably opt to meet that standard by infusing a number of courses with an appropriate human growth and development component. Programs might choose to develop a sequential series of human growth and development competencies for students to demonstrate throughout their professional programs. The "approved program approach" does not confine institutions to requiring specific courses as was the case in earlier days of attaining teacher certification by credit counting.

The Rationale for State Approval of Teacher Education Programs

State approval of teacher education programs has at least three fundamental reasons for existence. *First,* the State must be prepared to assure the public that the quality of instruction for the public school children of the State is adequate for their needs. One way of providing this assurance is to assess the quality of teacher preparation through a systematic examination of curriculum in teacher education.

A *second* reason for the program approval process relates to the development and improvement of programs. The basic objective of the Maryland teacher education approval process is to assist and support colleges/universities in their efforts to initiate and to improve their professional teacher education programs. The competencies required of all educational personnel must reflect societal conditions and expectations, in addition to declared state educational goals.

A *third* reason for the State on-site program approval process relates to the reciprocity of certification for teachers and other educational personnel. The Interstate Certification Contract (ICC), a reciprocity system, calls for on-site State evaluations of teacher education programs. The Interstate Certification Contract is based on legislation in states followed by contracts between and among states to accept each other's graduates of approved teacher education programs. These programs must be evaluated using state standards or NASDTEC Standards.

The Professional Standards Board

In 1968 the Maryland State Superintendent of Schools appointed the Teacher Education Advisory Council of Maryland. The Advisory Council was composed of persons from all phases and levels of education in the State. This group developed a new plan of State approval of teacher education programs in Maryland. The present advisory body is known as the Professional Standards and Teacher Education Advisory Board. They continue to meet regularly and actively provide advice on matters of teacher education and certification. Today the Board consists of twenty-three members.

Consultative Approach in the Process

Program Development Work of Teacher Education Consultants in Maryland

Since the introduction of the program approval process, the Teacher Education and Certification Branch of the Maryland State Department of Education has used a consultative approach in its intent to assist institutions in developing quality programs. A small staff from this Branch serves as teacher education consultants working directly with institutions of higher education in this effort. This consultative approach is often not provided by other accrediting agencies.

A major responsibility of the teacher education consultants is coordinating the evaluation visits. In addition, the staff provides other consultant services when called upon by the institutions including conducting state wide and regional conferences periodically which focus on topics related to areas in the NASDTEC Standards.

Peer Evaluation Process

Institutions desiring to have their teacher education programs evaluated in Maryland must request that a peer evaluation team conduct an on-site visit to its programs. The team members are selected from a bank of professionals from local education agencies, institutions of higher education, professional organizations, and state departments of education. Each team is selected to reflect the Maryland State Department of Education's commitment to affirmative action. Unique characteristics of each institution are considered in the selection of team members.

Depending upon the number of programs to be examined at an institution, teams have ranged from five to thirty-five members. The concept of peers evaluating peers is generally considered to be one of the strongest and most critical aspects of the program approval process in Maryland. Records show that nearly four hundred professional educators have served on evaluation teams since the visitations began in 1971.

Institutional Self-Study

The institution prepares a self-study report using the NASDTEC Standards as a guide for examining

each teacher education program. The unique nature of each institution is recognized and programs are given latitude to meet standards in a variety of ways. The institution is responsible for communicating to the State Department of Education and the visiting teams how each standard is being addressed.

On-Site Evaluation Visit Procedures

Team members convene at the institution prior to the visit and are provided an overview and orientation to the process by Teacher Education and Certification Branch consultants. The consultants coordinate visit arrangements and serve as liaisons between evaluators and the institution during the visit. A member of the professional team experienced in the evaluation process serves as team leader.

During the several days of the on-site visitation, team members typically interview faculty members, education students, administrators, and sometimes public school personnel who work with the institution's teacher education programs. Team members review course materials in their areas of expertise and may visit education classes. Facilities are examined; team members attempt to determine the adequacy of the physical, human, and fiscal resources to support teacher education.

Throughout the visitation the team members meet periodically to share and analyze findings. Team members typically work 12 to 16 hours a day to collect data on the programs and assemble a team report of the three day review.

Decisions Resulting from On-Site Program Reviews

Approval Decisions

The staff of the Teacher Education and Certification Branch analyze the findings and team recommendations as well as any communications from the institution concerning the report. The State Superintendent of Schools decides upon approval or nonapproval of each individual teacher education program. The decision may be to:

a. *Approve a program for a five-year period,* thus qualifying graduates of the program for certification in Maryland. Graduates of undergraduate teacher education programs will qualify for certification in other states under the interstate reciprocity system.

b. *Approve a program for a period less than five years,* also qualifying graduates for certification in Maryland. Graduates of undergraduate programs will qualify for certification in other states under the interstate reciprocity system.

c. *Deny approval of a program* not meeting the NASDTEC Standards.

Revisit Evaluations

Programs approved for less than a five-year period require an on-site review prior to the termination of the approved time period. In a revisit, mini-teams return to the institution to determine if conditions which limited full approval have improved. The records show that most institutions have satisfactorily addressed the areas of concern and met the standards during the revisit.

Other Visitation Options

Visits for New Programs, Joint Reviews, and Consultation Visits

A variety of program circumstances require that modification be made in the visitation format. Institutions may, for example, request an evaluation of its teacher education programs that deviates from the usual process when developing innovative or experimental programs. Institutions may desire to have the visit by the Maryland State Department of Education Teacher Education and Certification Branch combined with program reviews conducted by other agencies such as NCATE (National Council for Accreditation of Teacher Education). Institutions may have a need or interest in strengthening or modifying critical program areas and may request a visit that focuses specifically on those areas. Institutions may desire to have a preliminary, consultative visit to prepare for the upcoming, full evaluation. The records show that numerous such consultative visits have been conducted by the Teacher Education and Certification Branch over the past decade.

II. FIRST CYCLE OF ON-SITE PROGRAM EVALUATIONS 1971-1976

Participating Institutions

The first on-site program evaluation in Maryland was conducted in April, 1971, at St. Joseph College in Emmitsburg. By the end of 1976, all of the twenty-three existing teacher education institutions had requested and voluntarily participated in the on-site program approval process. They included:

Antioch College
Bowie State College
College of Notre Dame of Maryland
Columbia Union College
Coppin State College
Frostburg State College
Goucher College
Hood College
Johns Hopkins University
Loyola College
Maryland Institute of Art
Morgan State University
Mount Saint Mary's College
Peabody Institute of the City of Baltimore
Saint Joseph College
Saint Mary's College of Maryland
Salisbury State College
Towson State University
University of Maryland Baltimore County
University of Maryland College Park
University of Maryland Eastern Shore
Washington College
Western Maryland College

Decisions on Program Approvals

Two hundred twenty-four undergraduate teacher education programs had been evaluated by professional, peer evaluators by the end of the first cycle of full evaluations. As shown in Table 1, approximately 66 percent of the programs reviewed received full, *five-year approval* in their initial evaluations. Thirty percent of the programs received *one or two-year approval.* Four percent of the existing or proposed undergraduate programs that requested evaluation received *no approval.*

TABLE 1.
Decisions on Undergraduate Program Approvals for Initial Evaluations 1971-76

	5 Year Approval	2 Year Approval	1 Year Approval	No Approval
Number of Programs Reviewed (Total = 224)	148	42	25	9
Percentage of Programs	66	19	11	4

Team Report Areas Examined

Seven Areas Analyzed

The initial on-site program evaluations focused on major aspects of undergraduate teacher education at both the institutional level and the individual program level. In the section which follows a content analysis and synthesis of the findings in the initial team reports are presented. Areas in the teacher education programs examined here are *purposes and objectives, organization and administration, faculty, facilities and resources, general education, professional education,* and *admission, retention, and evaluation policies.*

Trends in the Findings in the Initial Program Visits 1971-1976

Teacher Education Program Purposes and Objectives

The standard used for evaluating statements of program purposes and objectives required institutions to develop written statements of objectives cooperatively with all departments involved in teacher education. Objectives were to be consistent with the stated mission of the institution. Written statements of program objectives were expected to relate directly to professional competencies of the specific personnel being prepared.

- The area of program objectives is one in which further substantive work was consistently recommended. Broad general statements of program objectives existed in most teacher education programs at the institutional level and teams

reported that objectives were generally in agreement with the stated mission of the respective institutions.

- At the program level, available, written program objectives were typically judged to be "broad and general." Programs that were cited for not having developed any objectives were most often programs that graduated very few majors and/or programs where the leadership had been in a state of flux.
- The process of developing statements of teacher competencies and defining behaviors expected of teaching education graduates had generally not received emphasis at the time of the initial evaluation visits. Seventeen percent of the institutions of higher education received commendations for having developed and articulated their program objectives in behavioral terms.
- Few programs presented evidence of having developed their objectives cooperatively with wide involvement of faculty from the academic disciplines, public school personnel, and representatives of professional associations.
- Most team reports recommended better communication and closer cooperation between the education department and the academic disciplines in developing program objectives. In addition, institutions were urged to publish program objectives in the catalog and in program documents for the benefit of students and faculty.
- At the institutional and program levels, visiting teams urged thorough analysis of existing objectives. Through such analysis areas being minimally addressed or not included in the program could be identified. For example, numerous programs were cited for not including any objectives in the affective domain, such as the area of human relations, at the time of the initial visit.
- A recurring recommendation urged that course syllabi and other program documents clearly indicate that program requirements meet program objectives.

Organization and Administration of Teacher Education Programs

The criteria used to examine the organization and administration of teacher education programs emphasized the need for clearly defined organizational structures that function well and equitably. The structure must provide for regular communication about teacher education programs and practices by all those involved with teacher education.

- Sound organizational structures existed at the institutional level in Maryland at the time of the initial evaluation at all teacher preparation institutions. Many individual programs and institutions received commendations from the visiting teams on the organizational structures and administrative process that had already been established.
- The most frequent recommendation found at the program level was the need to clarify leadership roles in order that programs might function more effectively.
- The next most frequently cited recommendation was for institutions to provide a means for greater communication and cooperation among all those involved with teacher education. Where teacher education advisory councils had been established, teams urged that a) they function actively on matters of teacher education curricula and program practices and b) they include representatives from academic disciplines at the institution.
- Small programs were frequently found to be administered informally. One faculty member assumed administrative program responsibilities in addition to the teaching and advisory workload. Teams often recommended that an organizational structure be established in which administrative tasks would be shared more equitably.

Faculty in Teacher Education

The standard used for evaluating faculty focused on the preparation and professional experiences of faculty involved in teacher education. The standard also assessed institution support for education faculty.

- Sixty-five percent of the institutions received commendations in the area of faculty academic preparation and professional commitment to teacher education. Thirty percent of the institutions received recommendations to improve academic qualifications and/or professional commitment of the faculty to teacher education.
- Overloading of full-time, education faculty, and extensive use of part-time instructors was a recurring problem cited by the visiting teams in more than 50 percent of the institutions.

- In 26 percent of the initial reports, visiting teams cited the need for examining the overall composition of the education faculty. Institutions were urged to insure that the composition of faculty be broadly balanced and represented in regard to minorities and women, professional experience, and academic qualifications.

Facilities and Resources for Teacher Education

The standard used for evaluating facilities and resources required that the institution provide the physical facilities, instructional materials, and resources for conducting teacher education programs.

- At the time of the initial on-site evaluations most institutions preparing teachers in Maryland were growing. Numerous institutions were in the process of expanding or upgrading program facilities. The reports show that curriculum laboratories had been started or planned at most teacher education institutions.
- A recurring strong recommendation made by visiting teams was to urge that budgets for education materials be reviewed. They urged that a long range plan be used to update and broaden the range of curriculum materials and media available to teacher education students. Teams frequently cited that the range of media and material found in most modern elementary and secondary schools be available and used as an integral part of the methods courses.

General Education Component

General education is defined in the NASDTEC Standards as those studies known as the liberal arts, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences and the social and behavioral sciences.[2]

- During the initial visits evaluation teams noted the broad range of electives available to students at most institutions. Teams often noted, however, that not all of the nine major areas specified in the General Education Standards were guaranteed to be included in the education major's program.
- Teams often recommended that general education programs continue to be structured to allow the student flexibility while ensuring that all major areas of study be included.

Professional Education Component

The NASDTEC Standards addressed five major aspects of the professional education curriculum: stated program objectives, planned sequence of professional studies and experiences, early in-depth experiences with children in a variety of settings, early laboratory and clinical experiences, and the student teaching practicum. The program was expected to provide adequate training and support for those persons supervising students in field experiences. Evidence of systematic evaluation of the total program through follow-up studies was also examined by each visiting team.

- Nearly all institutions received recommendations from the visiting teams to develop, refine, or articulate further the objectives of the professional component of the programs.
- At the time of the initial evaluations, nearly all teacher education institutions had developed a sequence of professional education courses and experiences beyond the minimal certification requirements. Nearly all institutions received recommendations for improving the existing professional education component further.

A recurring theme in the recommendations was for institutions to analyze their curriculum offerings in the professional education sequence. Teams frequently noted overlap or gaps in the existing curriculum. Analysis of teaching and theories of learning were professional content areas frequently cited as inadequately treated in the required sequence.

- Providing education majors with early, in-depth experiences with children in a variety of settings proved to be a difficult area for most institutions in the early 1970's. Most programs provided minimal pre-student teaching field experiences in local schools. It was noted that the experiences: a) were often not guaranteed for all teacher education students, b) were not sufficiently in-depth, and c) did not begin early enough in the four year program.
- Secondary programs were cited most often for 1) not providing teacher education students with guaranteed field and laboratory experiences and 2) for having an inadequate length of time planned for the student teaching practicum. Teams recognized the difficulty of planning more extensive field experiences for secondary

majors because of conflicts in scheduling courses in the major area of concentration. Recommendations were frequently made for institutions to identify ways in which this dilemma might be solved.

Student Teaching Practicum

The student teaching practicum was scrutinized closely by visiting teams throughout the first cycle of visits.

- The most frequent problem areas cited in the team reports were: 1) length of the practicum, 2) training for supervising teachers, 3) support and coordination of college/university faculty supervision, 4) follow-up studies of graduates, and 5) development of teacher centers.
- The typical secondary student teaching practicum was 6-8 weeks; the typical elementary practicum was 8-10 weeks. In programs where the student teaching practicum period was less than one semester of full-time participation, teams recommended that the length be extended.
- Nearly all visiting teams stressed the need for providing supervisory training for cooperating teachers. Institutions were urged to explore a variety of inservice models and training approaches to meet this need.
- Assigning faculty credit for supervision of field experiences was generally done informally (without a formula for workload credit) at the time of the initial evaluations. Visiting teams frequently recommended that field supervision be 1) more adequately coordinated and 2) faculty credit be examined.
- Most institutions reported conducting at least informal follow-up studies of their graduates. Few commendations were given to programs for systematically using the results for evaluating the professional education programs. Where evidence of follow-up studies was found, teams frequently recommended that data be collected from employers and supervisors, as well as graduates of the programs.

Admission, Retention, and Evaluation Policies in Teacher Education

The standard used to evaluate student admission, retention, and evaluation policies within each education program required that such policies be explicit and clearly communicated to students and others involved in teacher education.

- Most teacher education institutions were judged to have met this standard, at least minimally, at the time of the initial evaluations. The most commonly reported criteria for evaluating potential teacher education candidates were: 1) grade point average and 2) personal qualities (such as emotional stability, maturity, and social sensitivity). Suitable personal qualities were generally evaluated by means of a structured interview or observed through counseling by the faculty. To a lesser extent, institutions used 3) speech and hearing screening and 4) demonstrated proficiency in written and oral communication.
- Teams overwhelmingly reported that few students were ultimately refused admission to teacher education programs. Students who did not qualify initially because they did not meet the minimal grade point average were most often reported to be admitted at a later time when their grades were above the minimal level.
- The two most frequently cited recommendations made by the visiting teams were: 1) that some programs needed to formalize and articulate the process for admitting students to the programs and 2) the criteria for admission and retention should be expanded beyond academic qualifications in some institutions.
- Some institutions had developed a comprehensive process for admitting and monitoring students' progress through the professional program. Programs that used multiple criteria for systematic appraisal were commended by the teams.

Graduate Programs in Education in the First Cycle

Approximately 50 graduate programs in education were evaluated by the Teacher Education and Certification Branch during the first cycle of visits. Many of those graduate programs had been recently initiated at the time of the visit.

Inadequate staffing and other program resources were problems cited for many of the graduate programs at the time of the initial review. The majority of the graduate programs examined gained 2-year approvals.

Follow-Up Evaluations of the Teacher Education Programs

Revisits During the First Cycle

As part of the continuous evaluation process, follow-up or revisit team evaluations occurred in approximately 172 undergraduate and graduate teacher education programs that had not attained full, five-year approval. Follow-up evaluations were conducted by smaller professional teams focusing chiefly on the areas of concern resulting from recommendations in the initial program reviews.

Most individual undergraduate programs that did not attain full approval needed to include additional knowledge or skills in the subject matter or teaching major areas. English programs, for example, received frequent recommendations to expand the required curriculum for those preparing to teach English to include all areas taught in the secondary schools' English curricula. College and university history programs were typically required to change to a more multidisciplinary and integrated curriculum in preparing social studies teachers. In most cases, teacher education programs added courses to their programs to meet more adequately the NASDTEC Standards and to reflect the current curriculum trends in the nation's schools.

III. SECOND CYCLE OF ON-SITE PROGRAM EVALUATIONS 1976-1981

By the mid-1970's, the peer evaluation process had been refined and had become a firmly established part of teacher education program approval in Maryland. Team reports show that by the second cycle of evaluations the 1976 NASDTEC Standards were being consistently and vigorously applied to the institutions preparing educational personnel. St. Joseph College had closed its doors and Antioch College had eliminated its early childhood teacher education program leaving the number of institutions with graduate or undergraduate education programs at twenty-one.

Decisions on Program Approvals

Some 212 individual undergraduate education programs were examined and evaluated through full, on-site team visits during the period of 1976-81.*

As shown in Tabler 2, 21 percent of the 212 individual programs received full, five-year approval. Two-year approval designations prevailed; 74+ percent of the programs reviewed received two-year approval. One-year approvals were granted to 2 percent of the programs. Three percent of the programs evaluated were given no approval.

The preponderance of two-year approvals indicates the increased rigor with which programs were evaluated during the second cycle of on-site visits. An examination of the team reports revealed that program objectives, curricula, and the professional education sequence were scrutinized by the visiting teams in the second cycle.

TABLE 2.
Decisions on Undergraduate Program Approvals for Second-Cycle Evaluations 1976-1981

	5 Year Approval	2 Year Approval	1 Year Approval	No Approval
Number of Programs Reviewed (Total = 212)	44	158	4	6
Percentage of Programs	21	74+	2	3

Team Report Areas Examined

Like the first cycle of program reviews, the second cycle focused on the major aspects of teacher education programs at the institution level and at the individual program level. A content analysis and synthesis of the findings in the second cycle team reports on the undergraduate teacher education programs are presented in the following section. Report areas examined here are: *organization and administration of teacher education programs; curriculum development, planning, and patterns; the general education component; the professional education component; early field experiences; and the student teaching practicum.*

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Trends in the Findings in the Second Cycle Program Evaluations 1976-81

Organization and Administration of Teacher Education Programs

Chapter Two of the 1976 NASDTEC Standards addresses the aspects of the organization and administration effecting teacher education programs. Areas covered include facilities, student personnel services, faculty, and purposes and objectives.

- Teacher education programs were judged to have most often adequately met the standards in these areas: faculty commitments to and preparation for teacher education (met by 85 percent); student personnel services (met by 70 percent); and student-institution relations (met by 70 percent).
- Teams were least favorable to institutions in these areas: policies for admission, retention, exit, and follow-up of education majors (met by 55 percent); facilities and instructional materials for teacher education (met by 45 percent).
- Visiting teams continued in the second cycle visits to require institutions to develop clear, comprehensive statements of program purposes and objectives. This was the most frequent area of concern noted in the official approval letters following the team visits. Fifty percent of the institutions were judged to have partially met that standard.

Curriculum Principles and Standards

Chapter Three of the 1976 NASDTEC Standards addressed four facets of the curriculum: curriculum development, planning, and patterns; general education; professional education; and the teaching majors.

- Institutions generally provided ample evidence of having designated administrative responsibility for the development of teacher education curriculum (met by 75 percent).
- Slightly more than half of the institutions had some provision for input from all those working with teacher education in the curriculum planning and development process. Teams cited the need for a permanent organizational body to be used for this function. Teams also frequently recommended that educational personnel from the public school sector be included in the curriculum planning body and that they actively participate in the process.
- Improvement of follow-up studies of program graduates continued to be stressed by visiting teams in the second cycle of visits. The most frequent theme in the recommendations was that institutions should develop means to obtain data from employers and other professionals who work with graduates of the programs. Teams also cited the need to develop more systematic strategies for using follow-up data to evaluate and improve teacher education programs. Fifty percent of the institutions met the standard adequately.

General Education

- Teams generally found that the general education programs for undergraduate teacher education majors were 1) designed to include content in the major bodies of knowledge and 2) were developed in a sequential manner. As in the first cycle, teams noted that the elective feature in the curriculum did not always guarantee that all specified areas would be included in each student's educational experience.
- Sixty percent of the undergraduate institutions evaluated in the second cycle evaluations were cited for not adequately addressing or only partially addressing the general education components overall. Most often teams recommended that more depth needed to be provided for particular content areas.
- General education areas judged to be adequately met most often were: science and math, world cultures, and fine arts.
- In each of the following areas slightly more than half of the programs met the standard adequately: language skills; world literature; social, geographical, political, and economic conditions; foundations of United States; and principles of physical and mental health.
- Teams were consistently most critical of the provisions for helping students attain a general understanding of America's pluralistic culture and heritage. Sixty-five percent of the undergraduate programs examined were judged to have not met or to have partially met the standard.

Professional Education Component

The professional education component (see table 3) was examined for its provisions to develop the prospective teacher's knowledge of: (A) human growth and development; (B) knowledge of research, methods, materials, and media; (C) ability to teach effectively and work ethically with others; (D) understanding of the foundations underlying education in the United States; (E) understanding of the total operation of the school; (F) ability to analyze teaching; (G) ability to teach reading skills at the appropriate level in the content areas.

- As shown in Table 3, the three professional education components that teams most often found to be adequately met were: (C) ability to teach effectively and work ethically and constructively with pupils, teachers, administrators, and parents; (D) understanding the foundations underlying education in the United States; and (E) understanding of the total education programs of the school.
- The professional education sequence was thoroughly examined by visiting teams during the second cycle of full evaluations as well as in the follow-up visits.

TABLE 3.
Summary of Approval Designations Given to Undergraduate Professional Education Components in Second Cycle Evaluations

Areas of Professional Education	Percentage of Programs Receiving Designation		
	Standard Met	Partially Met	Not Met
C) Ability to teach effectively and work with others	81%	19%	0%
D) Understanding the foundations underlying U.S. education	71%	19%	10%
E) Understanding the total education programs of school	65%	25%	10%
A) Knowledge and application of human growth and development	57%	43%	0%
F) Ability and willingness to analyze teaching	57%	38%	5%
G) Ability to teach reading skills in content subject	45%	50%	5%
B) Knowledge of methods, materials, and media	43%	52%	5%

Human Growth and Development

- Component (A), shown in Table 3, knowledge and application of human growth and development received frequent comments by visiting teams. The most frequent recommendation was that programs needed to provide more opportunities for teacher education students to deal with the knowledge gained about human growth and development.

Knowledge of Methods, Materials, Media, and Research

- Teams suggested that various improvements were needed in aspects of the program that provided the prospective teacher with knowledge of methods, materials, and media, and research. Frequent comments cited were: 1) that the content of general methods courses needed to be analyzed to avoid overlap with the content in special methods courses, 2) methods courses needed to incorporate current research, and 3) teaching methods needed to be treated with more depth. Fifty-seven percent of institutions had not fully met the standard.

Analysis of Teaching Skills

- The standard requiring analysis of teaching skills provided problems for a number of undergraduate programs seeking approval. The two most frequently observed problems were that programs 1) did not aid the education students in developing their skills in systematically analyzing teaching behaviors using recognized analysis strategies and 2) some programs did not distinguish development of teaching skills from analysis of teaching skills.

Experiences to Enable Prospective Teacher to Promote Constructive Interactions among Differing Groups

Teacher education programs are required to provide experiences which will lead the teacher education candidate to develop those human qualities to enable them to work to promote constructive interactions among people of differing economic, social, racial, ethnic, and religious backgrounds of sex, language, cultural, and other differences.

- The standard proved to be difficult for most institutions to meet during the second cycle of eval-

uations. Seventy-six percent of the undergraduate institutions were judged to have partially met the standard; 14 percent did not meet the standard; and 10 percent met the standard. Forty-three percent of the official letters of approval following the visits cited this standard as an area of concern in the undergraduate programs.

The most frequently cited recommendation was that programs needed to identify specific learning experiences that would be provided for all prospective teachers during their teacher education program. Typically individual courses provided some information or experiences but no overall scheme had been conceptualized across the professional programs to meet the Standard (3.3 III).

Field Experiences

Standards (3.3 IV, V, and VI) relate to those aspects of the professional education sequence involving the education student's experiences in a variety of realistic settings. The standards require that laboratory, clinical, and practicum experiences be individualized to meet the learning patterns of each student. Programs of professional study must make provisions throughout for observation and experience with school-age youth and for relating theory and practice. Finally, the standards assess various aspects of the student teaching practicum including admission policies, intensity of the experience, cooperating teachers and schools, and the institution's responsibility for supervision.

Number of Early Field Experiences

- Seventy-five percent of the programs showed an increase in the number of field experiences provided since the initial evaluations. Increases in the *amount* of field experience occurred more frequently in elementary and early childhood programs than in secondary programs.

Variety of Early Field Experiences

- Fifty-five percent of the evaluation reports noted an increase in the *variety* of early field experiences provided in the professional education curriculum since the initial evaluation visits.
- One fourth of the programs was found to have fully met the standard. Forty percent of the official letters of approval following the second cycle full visits cited concerns related to the *variety* of early field experiences.

Provisions for Meshing Theory and Practice

- Sixty-five percent of the undergraduate institutions were judged to have partially met the standard requiring that early field experiences be structured throughout the program to *mesh theory* and *practice.* Thirty-five percent of the undergraduate institutions fully met that standard.
- In 50 percent of the official letters of approval following the evaluation visit, program provisions for structuring field experiences to mesh theory and practice were cited as an area of concern.
- The most frequently recurring themes in the recommendations were that programs needed to 1) further sequence field experiences along a continuum of complexity and reality which is appropriate to the competence being developed; 2) provide means to mesh theory with practice; 3) integrate field, laboratory, and clinical experiences into course syllabi; and 4) provide greater variety of field experiences.

Student Teaching Practicum

- At the time of the second full cycle of evaluations, student teaching ranged from 7 to 16 weeks. Elementary and early childhood programs continued to provide longer student teaching experiences than did secondary programs. The reports show that approximately 85 percent of the elementary programs included practicum experiences ranging from 12 to 16 weeks. Approximately 55 percent of the secondary programs included practicum experiences ranging from 12 to 16 weeks.
- An increase in the length of the student teaching practicum had been achieved in 65 percent of the institutions since the initial on-site evaluations.
- The aspects of student teaching that consistently received the most favorable evaluations by visiting teams were: policies for selecting cooperating schools (met by 90 percent); policies and procedures for admitting students to student teaching (met by 75 percent); policies for selecting cooperating teachers (met by 75 percent); and institutions' responsibility for supervision of student teachers (met by 70 percent).
- The most frequent recommendation about the student teaching component was the need to further develop provisions for inservice supervisory training for cooperating teachers and college/university supervisors.

Graduate Programs in the Second Cycle of Evaluation

By the second cycle of program visitations a greater number of the approximately 50 graduate education programs in the State received full, five year approval. More full-time faculty and other resources were evident in the graduate programs during the second cycle of program reviews.

Follow-Up Evaluations of the Teacher Education Programs

Follow-up or revisit team evaluations were conducted in approximately 88 individual undergraduate and graduate education programs that had not attained full, five-year approval during the second cycle of program reviews.

An examination of the revisit team reports revealed that considerable progress had been made in expanding the amount of early field experience provided in the programs. The student teaching practicum had been lengthened in most institutions.

Development of statements of professional competencies and specific program objectives was achieved in most programs. Restructuring of the professional education sequence had been undertaken at a number of institutions by the end of the second cycle of revisits. Reports show that curriculum development and policy planning efforts included more faculty from academic departments than in earlier years.

IV. CONCLUSION

Perceptions of Teacher Educators on the Maryland Program Approval Process

As part of the present effort to assess the program approval process used in Maryland since 1971, a cross-section of leaders in teacher education was interviewed. In nearly thirty hours of interviews nineteen individuals discussed their perceptions of the process on their respective thirteen campuses throughout the state. The interviewees were encouraged to speak frankly and were guaranteed that all remarks would be used anonymously.

Five aspects of the program approval process were cited as having had the most impact on teacher education programs. The summarized response categories are described here in order of decreasing frequency.

Aspects of the Process That Have Had the Most Impact

Self-Study Process

The self-study that institutions must undertake for program approval was cited most often as the part of the process having a lasting effect on the programs. Interviewees explained that while the process is costly in terms of faculty time and effort, it has a cohesive effect on all those working in teacher education.

The results of periodically completing the formal self-study have been a) increased communication about teacher education with those outside the education department, b) formulation of long range plans for program areas that need development, and c) greater faculty involvement in the whole professional program.

NASDTEC Standards

Use of the NASDTEC Standards to assess programs has affected both the content and structure of professional education curriculum over the past decade.

Immediate Feedback of Peer Teams

The immediate feedback of teams of outside professionals was cited as a positive aspect of the on-site visitation procedure. Interviewees cautioned that the use of peers to review programs could be the least reliable aspect of the evaluation process. Interviewees frequently cited the need for peer team members to be adequately trained in the process, familiar with the standards, and carefully selected for each institution. It was pointed out that the team members must be trained that their role is to decide "Does this institution meet the standards?" not "Does this program offer the ideal program?" nor "Does this program fit my conception of a good program?"

Better Understanding of Education Throughout Institution

Administrators and faculty in academic departments have a much better understanding today of how the elements in teacher education fit together as a result of the process.

Conditions for Approval = Leverage

The conditions for approval placed on programs after the on-site team evaluation have provided considerable leverage for programs to obtain various resources needed to function more effectively.

Teacher Education in Maryland Today Versus A Decade Ago

Interviewees described the major changes that have occurred in their programs over the past decade. Most stated that while the Teacher Education and Certification Branch has often been an effective catalyst for change, the program developments mentioned have been brought about by a number of factors. In order of decreasing frequency, the eight major changes cited by the interviewees were:

- Restructured teacher education programs
- Courses added to programs and/or emphasis shifted in courses to meet the NASDTEC Standards
- Increased field experiences throughout the professional program
- More active involvement of widely-represented advisory committees in teacher education
- Lengthened student teaching practicum
- Criteria for admission to teacher education formalized and/or expanded beyond grade point average
- More structured general education component
- Increased staff, facilities, and other resources for teacher education.

Numerous suggestions for improving the program approval process were given by interviewees. They generally applauded the fairness of the program approval process and the human relations skills of the consultants in the Teacher Education and Certification Branch. Many state conferences were cited as having been worthwhile and an effective means for conveying information about new areas being stressed in the NASDTEC Standards.

Interviewees encouraged more one-to-one consultation visits, collaboration on teacher education conferences, activities and materials to follow-up conferences, careful selection and training of team members who serve on visiting evaluation teams, and dissemination of materials on alternative programmatic approaches to meeting NASDTEC Standards.

In conclusion, the first decade of on-site program evaluations has brought changes in both the *quality* and *quantity* of experiences in professional education programs. Perhaps the most prominent change that permeated the many evaluation reports examined for this study was the significantly increased participation and concern for teacher education by a greater number of people.

The reports also clearly show that the evaluation process has evolved and improved throughout the first two cycles of full evaluations and revisits. Some 700 individual program examinations have been undertaken using 400 professional peer-evaluators. The team approach used and the consultative role played by the Teacher Education and Certification Branch have improved the communication among teacher educators in Maryland.

Footnotes:

[1]Behling, "A New Era in Teacher Education," *The Informer*, Vol. 5-No. 1, 1976, p. 1.

[2]*Proposed Standards for State Approval of Teacher Education*, U.S. Office of Education, Revision of Circular 351, 1968, p. 12.

*The third cycle of evaluations began in 1980 for some institutions. Thus, the actual number of program evaluations completed from 1976-1980 is higher than 212.